



FACULTY & STAFF ASSOCIATION  
FRASER VALLEY COLLEGE  
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# NEWSLETTER

APRIL 1986

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people are not  
talking to each  
other  
any more

Kevin - steering committee election?

from the editor . . .

### **Administrator of the Month?**

There seems to have been a COLLEGE OF THE MONTH for several months now, a college that has scandalized its own employees and those at other colleges with its outrageous attitudes and actions.

While Fraser Valley College may not yet quite have obtained that pinnacle of notoriety, we do seem to have a worthy candidate for ADMINISTRATOR OF THE MONTH.

There is no need to repeat here the contents of the memo sent to all FSA members by the Dean of College and Student Services.

It was my intention to reprint a letter one of our members sent to the Dean condemning his action and supporting Virginia Cooke, our Negotiations Chair. However, when I called to ask permission, the person rapidly named several other members that sent similar letters. And a staff group sent Virginia flowers to express their sympathy and support.

Not wanting to conduct an essay contest to determine whose letters to print, nor to compare memos with roses, none of the missives are reprinted herein. But there was some saucy prose!

Perhaps the Board will learn that we are serious about the issues in negotiations, that they are wasting their time trying to divide the membership from their Negotiations Committee.

It is doubtful that the Dean will learn. His reply to one of the above letters stated that the letter was just further evidence of the negative effect Virginia's reports were having.

Did someone say something about blaming the victim?

## And About Negotiations

As Virginia's report makes clear, negotiations are still going poorly due to unwillingness of Board and Administration to negotiate, i.e., to attempt to reach mutually agreeable solutions to problems, rather than play silly games of confrontation.

For example, the Board proposed a ten course workload for faculty with three hours per course per week. The Board claimed to be quite uninterested in how these changes might affect the education of our students. It is also rumoured that the Dean of Instruction was told to timetable for the Fall on the basis of three hours per week per course.

Now the Board has 'reduced' its proposal to a nine course load retaining the four hour schedule. It seems they had not done their homework about the effect of a three hour schedule on transferability of some courses.

But, in my view, the nine course proposal is no 'reasonable compromise'. It is still a bad proposal that the Board tries to make look good in light of the absurdity of the original.

A nine course load would produce 60 additional sections. The Board dismissed as 'your interpretation' an FSA study (based on an analysis of Wait Lists) showing only 22 additional sections would be decently enrolled.

Rather than increasing faculty workload, the Board should require each of the eight excluded administrators to teach a course per term. They could teach psychology, religion, business, and social services courses.

As the board said of faculty, so it can be said of administrators: Surely, their jobs are really not 'a full-time commitment'. The quality of administrative standards 'can be maintained within acceptable limits'. And, of course, they would be required to teach their courses at peak times and perhaps even to take students beyond the normal enrollment limits.

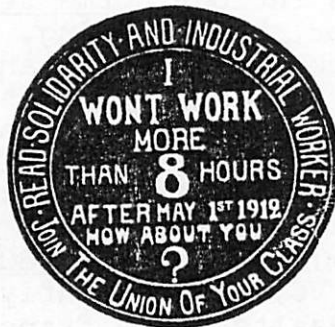
Not only would there be a productivity increase according to Ministry measures, but there might even be some appreciation of what this place is supposed to be about - education.

## Self-Study

We are about to engage in another Self-Study.

A story in this Newsletter reports results of the Self-Study at Vancouver Community College.

If we are vigilant enough to ensure a good and honest Self-Study here, Fraser Valley College may yet be COLLEGE OF THE MONTH!



## REPORT FROM THE COLLEGE ADVISORY COUNCIL...

(Meeting of March 19, 1986)

Barry Moore reported that new policies on copyright and on investment by the college were approved by the Board. (The latter did not come through the CAC - I guess it is an in-camera matter). He also noted that the Board endorsed a \$25,000 transfer of funds to the Vancouver Foundation, bringing our total with the Foundation to \$160,000. (These transfers to the Foundation largely represent monies donated to the College by outside sources. The Foundation matches our funds, and sends the College the interest for scholarships, bursaries, etc.)

New Board members include Norma Kenny from Mission (Norma is well known for her singing, and those of you whose roots reach back to the Swing and Big Band eras will appreciate that Norma's husband, Mart, is a band leader of some considerable repute, still active in the Vancouver scene and most recently heard locally at Chilliwack near the end of March. One wonders, nostalgically, what it would be like to have a real band play at a college dance in the future, and with a vocalist maybe?); and Valerie Buchanan (Val has been a part-time student at FVC, and currently sells real estate for Gerry Dickie's new Realty World franchise in Chilliwack.)

The Board retreat is set for Saturday, March 22 - main topics include Chilliwack campus facilities (Sorry but no additions to the LRC in current plans), International Education projects, and, in the Principal's words, "sharing perceptions".

In policy matters, Policy 340.17 (change in prerequisites) passed second reading, and Policy 350.07 (transfer credit) was held over again, pending Admission and Standards' reconsideration of minimum grade (P or C) requirements to achieve transfer credit.

A new policy on tuition fee waivers is presently before the CAC. Because the Ministry will not count students who do not pay fees as enrollees, the College wants to charge every student course fees, but then reimburse students with some form of voucher. The CAC wants to know if such a policy conflicts in any way with the Collective Agreement, and this issue has been taken to the Executive for comment. (There may be some income tax implications as well, but more about this next time.)

Doug Nicol

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## VICE-PRESIDENT'S REPORT FROM THE C.A.C...

The C.A.C. meeting of April 16, 1986 - my last meeting on behalf of the FSA - was brief and uneventful.

Doug Thorpe attended the meeting in the absence of Barry Moore, and presented a concise summary of budget negotiations with the Ministry over the last few months, as well as some figures recently received from Victoria. Highlights of his presentation included:

- \* funding by FTE reflects essentially what we asked for.
- \* base budgets for Vocational and ABE areas have been reduced by 6% (\$201,400), with the funds being transferred to Function 3 category where programs must be requested by RAC..
- \* inflationary increase did not come in at expected 3%, but at an apparent 1.1%. (Doug felt it was really lower than this because of the way the Ministry calculated the base).
- \* we are applying for a return of the 2% via the Excellence Fund, a creation being administered by Treasury Board, not by the Ministry.
- \* we got \$80,000 for continued operation of Enterprise Centres.
- \* multicampus funding units increase from \$80,000 to \$155,000 per unit.

Despite the lower than anticipated budget, it was interesting to note that Doug seemed to confirm Barry Moore's earlier "no layoff" comments.

All policy issues were tabled to the next meeting of the CAC.

Don't forget that elections for some positions on the Council are forthcoming. The FSA faculty and staff vice-presidents automatically become members of the CAC - so run for a position and get two committees for the effort.

(I'm off to Britain in May, so will miss the next meeting of the CAC and the AGM. I'll think of you all as I ride in comfort along the south coast of England.)

Doug Nicol

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## REPRODUCTION IN THE KINGDOM

Back at the office  
every form on my desk has reproduced  
slyly like the secret agents of Xerox  
Persian king of the 20th century  
who extends his dominion  
by the endless multiplication of edicts

Over the copier I lean  
like a modern Narcissus  
cloning myself in 8 1/2 by 11  
I am two-dimensional  
man At the press of a button  
I can cancel  
I can cancel  
all special features

It's my job to paper over the cracks in the system  
to advance the cause of the duplicate universe  
which we're asked to inhabit  
gratefully

gratefully  
in place of the torn original

- Glen Downie

New Directions

January/February, 1986

## MACKINNON FIRING AT CARIBOO

For the last several months, the Newsletter has reported on the firing of Alan MacKinnon, psychology instructor at Cariboo College, for writing letters to Kamloops newspapers critical of the quality of education at his College. Like Board members at some other colleges, those at Cariboo were not interested in talking about quality of education.

MacKinnon was initially suspended for expressing his opinions. The suspension was upheld by an arbitrator, whose opinion was circulated by the Principal to college employees. MacKinnon also wrote a memo to his colleagues and told a local reporter that he would not be muzzled. At that point - in the middle of Fall final exams - MacKinnon was fired and told to be off campus the next day.

At the recent Philosophy Articulation Meeting, B.C. Civil Liberties Association President John Dixon explained the current state of the case. The Cariboo Faculty Association is pursuing the case through arbitration on the grounds that it interfered with a union member's ability to communicate with other union members.

The BCCLA is prepared to fight the case in the courts on grounds that it violates the Charter's provisions on freedom of expression. Dixon said it is likely to be a long and difficult case, but the BCCLA is willing to see it through. (Of course, such assistance requires money. Membership in BCCLA is \$20 for an individual; further donations are welcome. Send to BCCLA, 518 - 119 West Pender Street, Vancouver, B.C. V6B 1S5.)

The Philosophy Articulation Committee passed a motion condemning Cariboo College's action. Committee members will be circulating a petition in further protest.

The following is a letter from C-IEA regarding the FSA contribution to the defence fund for MacKinnon.



Member Associations

Academic Workers' Union (Northwest College)	B.C.I.T. Staff Society
Camosun College Faculty Association	Capilano College Faculty Association
Cariboo College Faculty Association	College of New Caledonia Faculty Association
Douglas and Kwantlen Faculty Association	East Kootenay Community College Faculty Association
Fraser Valley College Faculty and Staff Association	Malaspina College Faculty Association
Okanagan College Faculty Association	Selkirk College Faculty Association

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College-Institute Educators' Association of B.C.

101 - 545 West 10th Avenue, Vancouver, B.C. V5Z 1K9 / 872-8478

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March 13, 1986.

Kevin Busswood,  
President,  
Fraser Valley College  
Faculty & Staff Association,  
c/o Fraser Valley College,  
33844 King Road,  
Abbotsford, B.C.  
V2S 4N2

Dear Kevin:

On behalf of CIEA I wish to thank your Faculty and Staff Association for its contribution of \$500 to the Legal Defence Fund for the Allan MacKinnon dismissal grievance at Cariboo College.

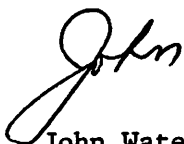
Your union's moral and financial support will aid the Cariboo College Faculty Association in its efforts to win Mr. MacKinnon's reinstatement and to uphold the principle of free speech for public employees. Your support will also help to demonstrate to the Cariboo College board and the public how seriously faculty regard the MacKinnon case.

For your files I have attached an explanation of how the legal defence fund will operate (a copy of this was given to Presidents' Council members on February 8/86).

The funding (including the \$2,500 available to Cariboo College Faculty Association under the routine financial assistance procedures) is now \$9,600.

Thank you once again for the support of your members in this very important case.

Yours sincerely,



John Waters,  
President  
JW:jt  
attachment

cc: Don Graham, President, Cariboo College Faculty Association  
Allan MacKinnon

**OPERATION OF LEGAL  
DEFENCE FUND (CARIBOO  
COLLEGE- A. MACKINNON)**

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1. Contributions to the legal defence fund are being deposited in a separate CIEA account set up for this purpose.
2. Payments for reimbursement of legal expenses will be made only in response to the presentation by Cariboo College Faculty Association (or, if necessary, Allan MacKinnon) of claims for legal expenses that have been paid out. As the Cariboo College Faculty Association is the bargaining agent responsible for carrying the arbitration for Mr. MacKinnon, it is expected that reimbursement would in the first instance be to that Association. Only if legal proceedings extended beyond arbitration (i.e. into the courts) would Allan MacKinnon himself be reimbursed; even in the case of such court proceedings I believe the Faculty Association would continue to represent Mr. MacKinnon.
3. Before making any payments from the legal defence fund, CIEA will provide its normal financial assistance of up to \$2,500 for any one arbitration.
4. Funds from the legal defence fund that are not expended will be returned to the faculty associations that have contributed (refunds will be in proportion to the amount of an association's contribution).
5. I will periodically report to you and other contributors on the status of the legal defence fund.

John Waters,  
President

JW:jt  
86.02.03

# College board called weak

## Survey claims VCC under-led

By DOUGLAS TODD  
Sun Education Reporter

An internal report on Vancouver Community College suggests it is "over-administered and under-led," has a weak government-appointed board and should offer more than mere job-training.

The college's first wholesale self-examination since 1978 came up with more than 140 recommendations based on a survey of 17,500 students, faculty and staff at its three campuses.

"My clear intention is to implement some of the recommendations, unless there are compelling reasons otherwise," said VCC president Paul Gallagher, who oversees Langara Community College, Vancouver Vocational Institute and King Edward Campus.

"About 50 committee members, and an extraordinary number of other people, contributed their spare nights and days to this report. Now they expect to see some results," Gallagher said. Hearings on the report will be held in upcoming months.

Some of its findings include:

- There is a widespread perception on campus that the VCC board — composed since 1983 solely of appointees of the B.C. cabinet — has failed to take a strong role in standing up for college interests. Many also thought the board represents only a "narrow spectrum of the community."

- Staff and students believe "political and social pressures" are forcing the college to over-emphasize job training. The report recommended the college "resist pressure to focus its definition of community needs narrowly on job training, and continue to emphasize education of the whole person."

- There should be "substantial" increases in student financial aid.

- There is an urgent need to expand campus facilities for almost all programs. Langara is used by 5,900 students even though it was built

for 3,500.

- The college lacks a "proactive vision of the future." (It is) over-administered and under-led."

John Waters, president of the College Institute Educators' Association, said the report's findings on the make-up of the board reflect concerns at colleges throughout B.C.

"The lack of community representation on the board is at the centre of the whole problem regarding colleges," Waters said. College boards would better reflect their communities if members were elected, he said.

However, Post-secondary Education Minister Russ Fraser said he does not think the boards have been "too quiet" in pursuing college needs.

"I don't have any trouble with the appointed boards. They're people who are committed," he said.

Gallagher said he welcomed the report's recommendation to emphasize the liberal arts and sciences because he thinks society needs well-rounded, adaptable students.

## A LITTLE LABOUR HISTORY

**1910-1919:** Working people in B.C. experienced both depression and boom in a decade characterized by labour militancy. In 1910 the B.C. Federation of Labour was founded and its newspaper The Federationist soon became the leading voice of labour. Also active were the Industrial Workers of the World or "Wobblies". Chartered in Vancouver in 1906, the Wobblies organized longshoremen, lumber handlers and general labourers "regardless of color, creed, sex or kind".

The early years of the decade saw a bitter struggle in support of the coal miners locked out on Vancouver Island. The dispute featured use of special police and the militia, violence and arrests, trials and jail sentences.

"Class war" was followed in 1914 by "world war", a war that divided the labour movement, but produced in Vancouver in 1918 Canada's first general strike protesting the shooting of Ginger Goodwin, an anti-war socialist labour leader.

### APRIL

April 3, 1935: Relief camp workers leave for Vancouver after mass walk-out.

April 5, 1935: Workers Unity League organizes illegal "lantern lectures" on birth control.

April 12, 1935: Domestic workers win first Vancouver pay increase for hotel maids.

April 13, 1903: CPR police kill labour leader Frank Rogers during railway workers' strike.

April 21, 1903: Workers rally at City Hall to protest Rogers' murder.

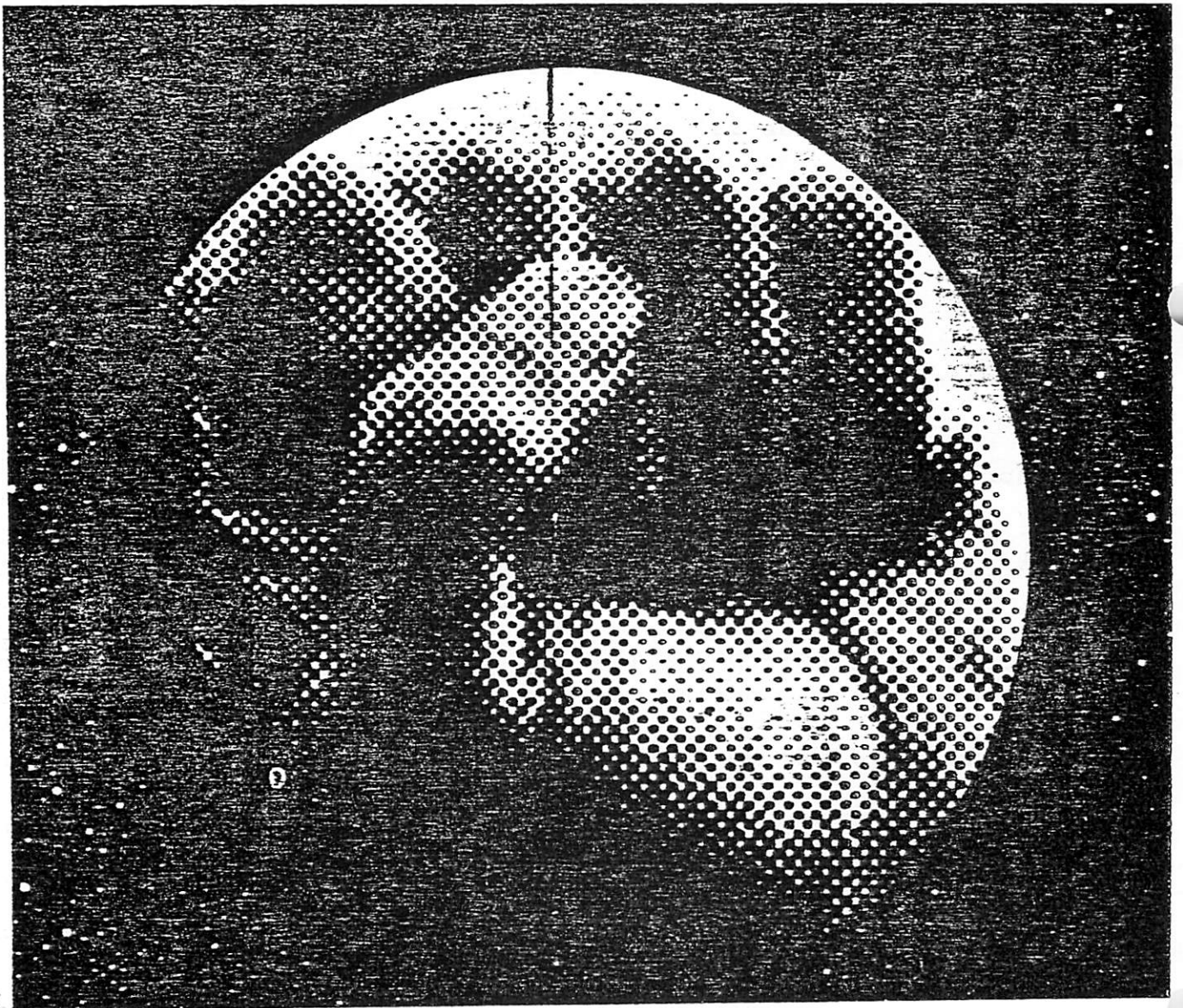
April 23, 1935: Vancouver Mayor McGeer reads riot act as relief camp workers march in city.

April 27, 1936: Mass rally in Vancouver to support Deutschland Cafe workers' strike for recognition of union.

April 28, 1943: Boeing Aircraft workers strike for two ten minute breaks.

April 30, 1903: Large crowds attend benefit for striking laundresses.

- from Centennial Labour History Calendar



## NEWSLETTER EVALUATION

Students fill these things out all the time about some of us. And you can start practising for the Self-study.

Has the Newsletter done a good job of informing you about FSA issues and affairs?

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Has the Newsletter done a good job of informing you about relevant issues in B.C.?

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Are there any other types of information you think should be covered (or covered better) by the Newsletter?

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Other comments?

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Please send to FSA Office, Communications Chair. Thank you.

## REPORT FROM THE CONTRACT CHAIR...

When I consider our college administration, the lines from W. B. Yeats' poem "The Second Coming" keep running through my head:

The best lack all conviction, while the worst  
Are full of passionate intensity.

We have, of course, been stuck on workload for the past four weeks. This is not because your negotiators have forgotten that other issues exist - like salaries, for instance. The Board has been waiting for the College budget, and we have felt that all the implications of workloads must be discussed. But the question keeps surfacing: why are faculty and staff the only ones concerned about the education our students receive in this institution? Like Pontius Pilate, the Administration seeks to wash their hands of responsibility and let the value of teaching and learning be sacrificed. Why? Because Camosun does. I must be terribly old-fashioned, but I seem to recall that when I told my mother that all the other kids were doing something, she always bade me consider whether the something was right before I followed suit. The two top colleges in the performance of our transfer students are FVC and Okanagan. I contend that it is no accident that faculty in these two colleges maintain four courses a semester.

That's not the only measure of excellence, of course. By the standards of Astin's Excellence in Education, the book from which Erling xeroxed chapters and recommended them to us (I wonder if he got copyright clearance), the most important measure for the promotion of the development of students' talent was student-faculty contact.

Many of our students never transfer anywhere, but their lives can be changed by their involvement with education. And this is as true for a drafting or ESL or ABE student as for a U.T. student. What we (both faculty and staff) do to promote this involvement is undervalued by everyone - except the students. They know. They do not forget the overworked registration staff who were sympathetic and helpful, the counsellor or financial aid officer who aided them in a desperate time, the librarian without whose help they could never have got the research material, or the instructor who spent an extra hour with them over their work. And the people they do not see, who prepare or order instructional material, who do the 'business' and personnel work, who maintain the building and a host of other essential tasks, who need to feel fully appreciated not only by their

1986 Annual Report from the Contract Chair (Contd.)

colleagues, but by their 'Employer'. The government is hopeless in this respect, but our own management can do better.

So what have they done? In the last two meetings, the College's strategy has become clear: I would call it bribery, but there's not enough money on the table to use that word. If anyone wants a raise, then faculty must teach nine courses. So far, however, the big bucks which are meant to make us jump at this offer amount to 2% for staff and just an added increment for faculty. Bertha Solvey tells me 2% will net the average staff member an astonishing \$12 a month. She's not impressed. Nor, I think, will you be.

Our package presented an array of alternatives: vacation increases for staff, increased benefit payments, additional staff increments, shortening the period for the initial increments, compressing the faculty scale to 11 steps, and, of course, a salary lift because we remain about 10% below the median in this province. For people who have read books on negotiations, our management certainly can't put together a creative or attractive set of alternatives. Now they expect us to come up with the counterproposals. Frankly, I'm tired of doing their work for them. I can't see one reason why we should offer one concession for this 'deal': until we are recognized for the low paid work we have already put in for this place.

What now? One thing is clear. The two issues of workload and compensation are not linked, and we will not consider a proposal which ties the two together. Workload must be settled and, as both parties agreed at the outset, money discussed last. If we cannot reach agreement on these major issues, there are other alternatives: mediation, waiting until the budget sorts itself out in August, or possible job action. When they used the hackneyed phrase, 'The ball's in your court,' Kevin's well-timed answer was, "As they say at Wimbledon, you guys need new balls." Start thinking about what you want to do; by the AGM on May 7, we should have some specific responses - both for you and from you.

There follow minutes from the April 10 and April 17 meetings. The two previous meetings devoted to workload produced very lengthy minutes. Because I never want it said that the information you received was 'one-sided' or 'misleading' (not to mention erroneous), the two very complete sets of minutes (March 20 and March 27) are in the library for your perusal. Have a look; they make interesting reading.

Virginia Cooke



Meeting No. 9

FRASER VALLEY COLLEGE  
FACULTY & STAFF ASSOCIATION

MINUTES OF NEGOTIATIONS MEETING

DATE: APRIL 10, 1986.

Present: (FSA) V. Cooke (Chair), B. Talarico, B. Solvey,  
D. Hudson, M. Starr (Recording Secretary)

(College) E. Close (Chair), D. Thorpe, B. Bompas,  
V. Buchanan, S. Scott (Recording Secretary)

CLOSE Passed out the Agenda; Board notes from the last meeting; signed off copy of Article 16.4(a) Termination and Discipline: Procedure; Board counterproposal for Article 18.5(b) Notice of layoff to affected employees.

Article 18.5(b) Notice of Layoff to Affected Employees.

The proposed notice would be 80 days, and the August 1 date would apply for only instructors to be laid off between January and June.

COOKE Replied that the FSA will look at this proposal and will bring it to the next meeting with their decision.

CLOSE Commented on the recent communication between the FSA and the Board regarding the content of the FSA's Negotiations Bulletin issued to all faculty and staff members. Although the Bulletin was not addressed to Erling, he said that it had been delivered to him by a concerned staff member and he felt compelled to answer after reading the inflammatory comments. The Board is concerned about the adverse effects that these communications would have on morale, and although the FSA's right to communicate with its members is recognized, it is felt that the place for venting frustrations, etc. is at the bargaining table. The Board wished to set this unfortunate incident aside and discuss the business at hand.

COOKE Felt it her duty to inform the members of what the Board was requesting, as it is the content of the Board package that has caused frustration and anger among faculty and staff. She did not feel that it had an adverse effect on negotiations, although it may have aroused comment. Even though the Board may not like it, she was not going to

Negotiations Minutes 86-04-10 (Contd.)

say she will not communicate with the members as she saw fit in the future.

Article 20.2.1 Instructor Workload

CLOSE

In response to the FSA's concern of whether the Board Committee had heard the position of the Association with regard to Workload, Erling read the Minutes from the E.P.C. meeting held April 3rd, as well as the Minutes of the O.F.C. meeting held on the April 2, 1986. Erling read the section in these reports relating to the FSA arguments as an indication that he had clearly heard the arguments and was capable of reporting them to the Board.

COOKE

Summarized the arguments put forth by the Board and referred to the article by A.W. Astin entitled, "Why Traditional View of Excellence are Counterproductive", which Erling handed out at the last meeting.

Pointed out that Astin's arguments were aimed primarily at the U.S. universities that hire big names in research and champion the reputations of Harvard, Yale and Swarthmore. Many arguments were not relevant to smaller community colleges. But some are.

Briefly summarized the main points of the book from which the article was copied, referring to Chapter 6, "Student Involvement: The Key to Effective Education" and to Chapter 7, "Involving Students and Developing their Talents".

The main points of this chapter are:

- \* Active modes of teaching which encourage more independence from the students.
- \* Learning communities within the institution.
  - \* Individualized instruction aimed at the students in the classroom.
- \* An innovative curriculum.
- \* Faculty development.
- \* Student-faculty contact.

The following extract was quoted from Chapter 7:

"A large body of research (see Chapter Six) suggested that the best way to involve students in learning and in college life is to maximize the

Negotiations Minutes 86-04-10 (Contd.)

amount of personal contact between faculty members and students. Unfortunately, the policies of many institutions militate against such contact. Classes are held in large lecture sections, faculty office hours are limited, and advising is performed by nonfaculty personnel. The important point is that direct contact between students and faculty members is a simple and effective way to interest students in learning. Thus, institutional planners and administrators would do well to ask how much contact their students currently have with professors and whether there are means available to increase this contact."

It appeared that the instructors at FVC were doing a good job and the Board's proposal militates against Astin's Talent Development Theory, as it lessens the time of instruction; it lessens the time of faculty research; it lessens the time of student/faculty contact. Students at FVC are in need of more contact hours than their counterparts who go to university, as they come in with a lower grade point average. So even using the terms of excellence that are not totally traditional, the more time that is spent on student/instructor contact, the better instructors are able to produce good quality.

Wondered at the reactions of the management if they were asked to increase their workload by 25%, supervise more people, and told not to worry about quality as it will only slip a little bit and it is just that the college needs it? It is recognized that the management are already working harder. Would they not feel accused of being lazy and unproductive, particularly when they were already doing extra at the college and within the community? Would they not be concerned about the quality of work that would result?

CLOSE

There was no doubt that the Board was interested in what staff did, as well as the instructors. Staff are dependent upon instructors and there was general agreement to the FSA's response to Astin's articles. However, it came down to the resources available. What the Board was asking for was a common practice at other colleges within B.C. It was possible that there was to be a period of continued restraint. B.C. has been referred to as a 'Third World Province'. However, the college

Negotiations Minutes 86-04-10 (Contd.)

was in dire straits financially and this does have an impact on what happens in the classroom. The Board's position is that academic standards be maintained within acceptable limits. It is well understood that faculty are concerned about what they are doing and about what is going on in the classroom. There are a combination of reasons why the Board feels that more sections must be taught (handed out a paper entitled "Why Academic and Career Instructors must teach More Sections") and now the Board waits for the FSA's acknowledgement, understanding, and acceptance.

COOKE           Producing more FTE's will produce more money: because the FSA remains unconvinced of this argument it attempted to obtain more information on how colleges who had increased their workload had been rewarded. Brian Talarico has taken this information and put it into memo form. (Handed out a memo from B. Talarico dated 86-04-10). Gary Bunney from the ministry stated that colleges' funding would remain about the same regardless of the number of FTE's produced.

THORPE           Responded to the Talarico memo by saying that he is in constant contact with people on the financial side and they contradict Gary Bunney. The Ministry is putting the money where there are FTE's and student contact hours. Northern Lights, etc. are never going to get the enrolments but they will always get a basic fund.

There is a golden rule, 'Who has the gold makes the rules'.

Discussion followed on:

- \* the surplus argument,
- \* the idea of cost recovery on the part of instructors,
- \* the disparity in salaries between colleges,
- \* how all colleges will be funded the same by 1988/89;
- \* how increased productivity is being demanded;
- \* the relationship of the number of FTE's to funding;
- \* formula funding;
- \* wait list figures; the FSA pressed the Board on what would happen if faculty taught ten courses and they did not fill. Would there not be lay-offs?

Negotiations Minutes 86-04-10 (Contd.)

- \* class sizes; since they are not full, would not increasing class size produce the needed FTE's?
- \* 4x4 being replaced by 5x3.

Management suggested that instead of the FSA picking apart the Board's arguments, if it would look at the package as a whole, it would see that together they amount to a good argument for an increase in sections. The FSA responded that it could only talk about one thing at a time. However, if some instructors teach 10 courses and management offers those courses and there is no substantial increase in FTE's, then layoffs are inevitable as it is difficult filling all the classes now.

The question of where the surplus originated was asked and management responded that it was a result of tough budget controls, also there were a couple of years where the college received more revenue than what had been budgeted. However, there is no surplus really, as the supply account, etc. is underfunded.

At this point, the FSA suggested that the College and the Ministry have to buy less as they do not have the money to buy more. When management asked if the FSA was suggesting layoffs, the FSA said No, but if they were inevitable anyway, it would be preferable with 8 courses instead of 10.

Management then asked what the FSA was prepared to give up. If the FSA was prepared to consider an increase in instructor workload, the College would consider compensation. If the FSA was unprepared to move to 9, 9-1/2, or 10 courses, was it prepared to accept zero compensation.

The FSA said that it could not answer for the rest of the college. However, the main problem was funding and the FSA suggested that one way to increase this funding was to increase class size. For example, in English 100, if the numbers were increased to 25 in each class, over the course of the year there would be the equivalent of an extra section of students. Management said that the college could up the class size now, to which the FSA said that it could but it is not in the contract, so it would have to be negotiated.

Management presented a proposal to the FSA:

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That full time instructors of U.T. and Career courses alternate between 9 and 10 courses every academic year. So that the instructor with 10 sections one year, will not be assigned 10 sections the next year. The FSA response to this proposal was an unequivocal No.

Management then asked if the FSA will not accept an increase in workload, will it accept no further compensation this year? When the FSA asked if that is what the College was proposing, Management said that the committee would have to caucus to discuss this further.

(Management team rose and left the meeting).

Erling returned alone and said there was a problem within the Committee as one side recommended to maintain the status quo if the Association was willing to accept no compensation. However, the other side felt that it is not good enough and that the workload has to be increased in the U.T. and Career areas. However, the committee was sensitive to the salary scales and would like to compensate those instructors.

Discussion then followed as to the relationship between the increase in workload and the resulting compensation. Erling was unable to come up with a figure and the meeting ended with Management promising to come to the next meeting with a proposal that included a workload/compensation ratio.

The FSA suggested that Management should not cave into government pressure. However, it too would consider an acceptable workload/compensation ratio for the FSA faculty. But if compensation and workload are to be connected, then the Board should begin by compensating staff and faculty for the increases in work they have already felt over the past four years.

MEETING ADJOURNED

WHY ACADEMIC AND CAREER INSTRUCTORS MUST TEACH MORE SECTIONS

- \* THE COLLEGE IS SUFFERING FROM A CHRONIC BUDGET PROBLEM: DUE TO PAST DEMANDS FOR PRODUCTIVITY INCREASES AND PHASE-IN OF FORMULA FUNDING, MINISTRY OPERATING GRANTS PER FTE STUDENT ARE DECLINING AND ARE NOT SUFFICIENT TO MAINTAIN THE CURRENT LEVEL OF OPERATION. THE BUDGET PROBLEM IS EXPECTED TO CONTINUE EVEN THOUGH THE MINISTRY IS NOT REQUIRING A 5% PRODUCTIVITY INCREASE THIS YEAR.
- \* TO MAINTAIN EXISTING EDUCATIONAL SERVICES AND TO AVOID LAYOFFS, THE COLLEGE HAS BEEN FORCED TO ALLOCATE SURPLUS FUNDS AND TO SUBSTANTIALLY INCREASE STUDENT TUITION FEES. NON-SALARY BUDGETS HAVE BEEN CUT TO THE MINIMUM.
- \* THE SUBSIDY OF THE OPERATING BUDGET FROM SURPLUS FUNDS CANNOT BE CONTINUED. THE AMOUNT OF SURPLUS AVAILABLE FOR THIS PURPOSE DECLINED FROM \$391,000 IN 1983 TO \$350,000 IN 1984 TO \$177,000 IN 1985. THIS CUSHIONING OF THE OPERATING BUDGET CANNOT BE DEPENDED UPON SINCE THE TOTAL SURPLUS IS LESS THAN 2 - 3% OF THE OVERALL BUDGET AND THE COLLEGE NEEDS THE FUNDS FOR OTHER PURPOSES. THE COLLEGE IS NOT PERMITTED TO INCUR A DEFICIT OR TO BORROW FUNDS TO BALANCE ITS BUDGET.
- \* IN NEGOTIATIONS FOR FUNDED ENROLLMENTS, THE MINISTRY CONSTANTLY STRESSES THE NEED FOR INCREASED PRODUCTIVITY IN UNIVERSITY TRANSFER AND CAREER PROGRAMS. MOE OFFICIALS FREQUENTLY ENCOURAGE THE COLLEGE TO ADOPT A THREE HOUR CLASS SCHEDULE AND TO ASSIGN MORE THAN EIGHT SECTIONS TO INSTRUCTORS.
- \* THERE IS EVIDENCE THAT UNIVERSITY TRANSFER AND CAREER PROGRAMS ARE SUPPORTED BY OTHER BUDGET AREAS. FOR EXAMPLE, A FULL-TIME ACADEMIC INSTRUCTOR TEACHING AN AVERAGE WORKLOAD QUALIFIES FOR ABOUT \$28,000 IN OPERATING GRANTS ACCORDING TO THE FUNDING FORMULA BUT ACTUALLY COSTS MORE THAN \$36,000 TO MAINTAIN.
- \* THE AVERAGE WORKLOAD OF ACADEMIC AND CAREER INSTRUCTORS THROUGHOUT THE PROVINCE IS NOW NINE OR MORE SECTIONS RATHER THAN EIGHT. AT LEAST SIX COLLEGES CAN ASSIGN 10 OR MORE SECTIONS TO AN INSTRUCTOR. WHEN RELEASE TIME FOR COORDINATION AND OTHER DUTIES IS TAKEN INTO ACCOUNT THE AVERAGE ACADEMIC AND CAREER INSTRUCTOR AT FVC TEACHES 6.2 SECTIONS PER YEAR.
- \* ACCORDING TO MINISTRY DATA, CLASS SIZES IN ACADEMIC AND TECHNICAL PROGRAMS AT FVC ARE LOWER THAN AVERAGE IN ALL DISCIPLINES EXCEPT AGRICULTURE.
- \* ALTHOUGH CLASS SIZE FOR SOME COURSES HAS INCREASED SOMEWHAT DURING THE PAST YEAR, THIS INCREASE IS NOT REGARDED AS A PRODUCTIVITY INCREASE. SINCE CLASS SIZES ARE WITHIN LIMITS PRESCRIBED BY THE COLLECTIVE AGREEMENT, THE COMPENSATION STABILIZATION PROGRAM WILL NOT RECOGNIZE LARGER ENROLLMENTS DUE TO MORE EFFICIENT USE OF RESOURCES AS A PRODUCTIVITY INCREASE.
- \* ASSIGNMENT OF ADDITIONAL SECTIONS TO ACADEMIC AND CAREER INSTRUCTORS COULD SAVE APPROXIMATELY \$106,000 IN THE COST OF EMPLOYING SESSIONAL INSTRUCTORS.

\* DESPITE ARGUMENTS THAT TEACHING AN EIGHT-COURSE LOAD IS A FULL-TIME

COMMITMENT, THERE IS EVIDENCE THAT APPROXIMATELY 35% OF SEMESTER-BASED INSTRUCTORS ARE ENGAGED IN SOME FORM OF SUPPLEMENTAL EMPLOYMENT IN ADDITION TO THEIR REGULAR DUTIES.

\* CONTRARY TO THE INTENTION OF THE PARTIES, THE WORKLOAD FORMULA AGREED UPON IN 1984 NEGOTIATIONS HAS FAILED TO YIELD A SIGNIFICANT INCREASE IN THE NUMBER OF SECTIONS TAUGHT BY A TYPICAL INSTRUCTOR. IN FACT, APPLICATION OF THE FORMULA HAS RESULTED IN ONLY 4 ADDITIONAL SECTIONS TO DATE FOR THE 1985 ACADEMIC YEAR.

\* THE CURRENT WORKLOAD FORMULA HAS A NUMBER OF COUNTERPRODUCTIVE FEATURES: IT DOES NOT PRODUCE ADDITIONAL SECTIONS WHERE THEY ARE NEEDED MOST, IT PRODUCES ADDITIONAL SECTIONS WHERE THEY ARE NEEDED LEAST, IT DISCOURAGES FACULTY FROM TEACHING IN UNPOPULAR TIME BLOCKS, IT DISCRIMINATES AGAINST FACULTY TEACHING IN CHILLWACK, IT DISCRIMINATES AGAINST INSTRUCTORS OF LESS POPULAR DISCIPLINES, IT ENCOURAGES FACULTY TO ACCEPT OVERLOADS IN ORDER TO AVOID AN EXTRA SECTION, AND IT HINDERS EFFECTIVE PROGRAM PLANNING.

\* THERE APPEARS TO BE A STUDENT DEMAND FOR ADDITIONAL SECTIONS. LAST AUGUST 15, FOR EXAMPLE, THERE WERE 996 POTENTIAL REGISTRANTS ON WAIT LISTS FOR 116 COURSES.

\* THERE IS A STRONG INDICATION THAT MORE SECTIONS IN A VARIETY OF COURSES OFFERED AT CONVENIENT TIMES WILL RESULT IN INCREASED ENROLLMENT. AS A DEMONSTRATION OF THIS APPARENT RELATIONSHIP, A 10% DECREASE IN ENROLLMENT OCCURRED THIS YEAR WHEN THE NUMBER OF SECTIONS OFFERED WAS REDUCED BY 10% DUE TO BUDGET RESTRAINT.

\* THE COLLEGE INTENDS TO INTRODUCE A 5X3 TIMETABLE WHEREBY INSTRUCTORS TEACH 5 COURSES OF 3 HOURS EACH RATHER THAN 4 COURSES OF 4 HOURS EACH. ADVANTAGES ARE BETTER SPACE UTILIZATION, MORE FLEXIBILITY IN STUDENT TIMETABLING, MORE TIME BLOCKS AT PEAK PERIODS, MINIMAL LOSS OF ACTUAL INSTRUCTOR CONTACT TIME, AND EQUALIZATION OF DAY AND EVENING CLASS CONTACT TIME. THE 3-HOUR CLASS FORMAT CONTINUES TO EXCEED TYPICAL INSTRUCTOR CONTACT HOURS PROVIDED BY THE UNIVERSITIES AND MEETS MINISTRY EXPECTATIONS FOR METHOD OF COURSE DELIVERY. BECAUSE CURRENTLY CLASSES MEET FOR 170 MINUTES PER WEEK, THE CHANGE TO A 3 HOUR FORMAT WILL RESULT IN A LOSS OF ONLY 4 HOURS OF ACTUAL INSTRUCTOR CONTACT TIME PER SEMESTER FOR A TYPICAL CLASS. IT IS ANTICIPATED THAT SOME CHANGE IN COURSE ORGANIZATION AND PRESENTATION MAY BE REQUIRED.

\* AFTER CAREFUL CONSIDERATION, THE EMPLOYER BELIEVES THAT ACADEMIC STANDARDS CAN BE MAINTAINED WITHIN ACCEPTABLE LIMITS IF THE NUMBER OF SECTIONS ASSIGNED TO UNIVERSITY TRANSFER AND CAREER INSTRUCTORS IS INCREASED BEYOND THE CURRENT LEVEL AND A 5X3 TIMETABLE FORMAT IS ADOPTED.

1986 04 10



MEMORANDUM

TO: Virginia Cooke

FROM: Brian Talarico

DATE: 1986 04 10

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Last Thursday I attended the ECE Instructors' Articulation Committee meeting. Gary Bunney from the Ministry of Education also attended the meeting. I asked him some questions regarding funding of additional FTE's in the college system. Below is a summary of our discussion.

The first question I asked him was whether it was reasonable to expect that if we produced more FTE's we would receive an increase in the approved program profile. His response was that increases had been granted this year but that this was unlikely to happen in the future. He said some colleges had received increases and mentioned Camosun, Malaspina, Douglas and FVC, but that most increases occurred because of the approval of new programs, not because of increased FTE's within programs. The degree of flexibility that the Ministry exercised last year was the reallocation of .4% of the total system FTE's (200 out of 50,000) and that in the future even less flexibility was likely. He predicted that additional system FTE's were not likely in the foreseeable future, and that reallocation of FTE's from one college to another more productive college was unlikely. The example he used was of an interior college that produces 60% of the Ministry-approved FTE's, but that could not be cut further because the result would be the lay-off of full-time faculty. The Ministry recognizes that you cannot get qualified sessional instructors to replace a portion of those instructors in the interior, and therefore we all have to live within the incomplete application of formula funding.

The next question I asked was regarding how common is incomplete application of the funding formula. He did not answer directly but gave another example. One college consistently produces 800 FTE's in U.T. but is only funded for 600 FTE's. The Ministry "recognizes" their productivity, but cannot increase their program profile because it would involve taking FTE's away from other colleges. Again, this is a situation we must live with for the benefit of the entire system.

This discussion with Gary Bunney reminded me of the discussion that occurred at a meeting I attended at U.B.C. last year. Grant Fisher attended from the Ministry and made frequent reference to Jack Heinrich's "balance" speech as the major Ministry policy statement. In this speech, the then Minister of Education stated that in the government's opinion the right balance in the college system had been reached. By balance, he was referring to the right mix of U.T., Career, and Vocational offerings and the right mix of number and size of colleges. Grant Fisher went on to explain that the Ministry's direction in the future would be preserving the balance and that this meant there would be only very minor changes in program profile, if at all, in the future.

Virginia, these two sources of information about government intentions agree with each other and, I believe, are reliable. Both Grant Fisher and Gary Bunney suggest that increased FTE's at FVC are unlikely to result in approval of increased FTE's in our program profile.

BT/dd

Meeting No. 10

FRASER VALLEY COLLEGE  
FACULTY & STAFF ASSOCIATION

MINUTES OF NEGOTIATIONS MEETING

DATE: APRIL 17, 1986.

Present: (FSA) V. Cooke (Chair), B. Talarico, B. Solvey,  
D. Hudson, K. Busswood, M. Starr.

(College) E. Close (Chair), D. Thorpe, B. Bompas,  
V. Buchanan, S. Scott.

CLOSE Passed out the Agenda; Board notes from the  
last meeting.

Article 18.5(b) Notice of Layoff to Affected  
Employees.

After discussion the FSA requested another week  
to research this matter further.

Article 20.2.1 Instructor Workload

COOKE Questioned the idea that U.T. and Career areas  
were particularly expensive. Virginia had  
worked out the cost per FTE in Drafting at  
\$3169.52. But in the Career area, in Business  
Administration, the cost was \$1507.98 per funded  
FTE and only \$1,363.40 per actual FTE. She  
claimed that U.T. and Career were fairly cost  
effective, and that it is misleading to say that  
these two areas are carried by Vocational.  
Vocational areas are funded differently. It  
does not have anything to do with workload or  
hours. Therefore, the FSA did not want to solve  
the problems of Government funding by generating  
more FTE's.

CLOSE Outlined that the College would like:  
\* to discuss compensation and workload,  
\* to provide relevant budget information which  
is related to compensation,  
\* to propose ground rules for both parties to  
give their positions on compensation.

Regarding workload, the College feels that it  
understands the position put forth by the  
Association, that sufficient information has  
been exchanged on the subject and that the time  
for debate is over. It was time to negotiate  
the agreement to meet the legitimate needs of  
both parties.

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COOKE Had reservations about that as the FSA would like to refer to several items on the blue sheet handed out by the College at the last meeting.

- a) "The College is suffering from a Chronic Budget Problem."

Everyone agrees with this, but the government promises and takes away at the same time. Doug Thorpe has shown where there is a tendency for some colleges, who caved into government pressure, to be rewarded but it is not something to count on. Further, as Doug has said that the Government does not reward "hills and valleys", the FSA would like to know, realistically, how many more FTE's does the College think we could be funded for next year?

Thorpe responded that although the College produced 30 more FTE's in 84/85 and were funded for 30, there is no guarantee this year, but if more are not produced, the government is not going to give more.

Cooke felt that it was conjecture to equate the number of FTE's and the equivalent funding.

- b) "The subsidy of the operating budget from surplus funds cannot be continued."

Cooke said that the College has argued against continued spending of the surplus funds for operating budget as it is there for other purposes. There is nothing more important than instruction as that is why we are all here.

Thorpe said there is nothing in the current budget for capital and there must be at least two percent left in surplus for emergencies.

- c) "There is evidence that university transfer and career programs are supported by other budget areas."

Cooke said there was no evidence that other colleges are cost recovery in the U.T. and Career areas, and little evidence that Vocational is supporting U.T. and Career.

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- d) "When release time for coordination and other duties is taken into account the average academic and career instructor at FVC teaches 6.2 sections per year."

Cooke asked if the College considered coordination a light workload. Close responded that since a considerable amount of time was released for coordination, this was a load off the instructors so they could teach more courses. Cooke responded that coordination releases for faculty amount to inexpensive administration.

- e) "According to Ministry data, class sizes .... at FVC are lower than average...."

Cooke said that FVC is an odd mixture of rural and city and the College cannot have it both ways. If the classes are not filled then it is unlikely that there will be more students if more courses are offered. For the current Spring program, many of the courses will not run because of low enrolment. Close responded that this is the first time that a spring program has been offered in a long time and it was mainly a marketing problem.

- f) "Although class size for some courses has increased ... this increase is not regarded as a productivity increase."

Cooke had spoken to Larry Greg from CSP, who said that 'productivity' in CSP terms did not mean anything unless both parties applied for raises beyond the guidelines. Bompas replied that the easiest way to get an increase is to show in the collective agreement that there has been a change, a 'productivity increase'. Close said that within the college, an increase in class size is regarded as an increase in efficiency, or simply meeting contractual obligations to teach up to 35 students. Cooke responded that instructors do notice an increase in workload between 25 and 35 students.

- g) "Assignment of additional sections to academic and career instructors could save approx. \$106,000 in the cost of employing sessional

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instructors."

Cooke said that this may save money but it is not a good reason to teach more classes. Close replied that it was in answer to the FSA question: "What gives?" The sessionals give.

- h) "Despite arguments that teaching an eight-course load is a full-time commitment, there is evidence that approx. 35% of semester-based instructors are engaged in some form of supplemental employment..."

Cooke enquired as to the evidence for this. Was it one hour a week extra? Bompas said that the FSA has maintained that instructors cannot wedge anything else in to their workload, and the College is saying that in fact they already are. Cooke replied that because someone is working a full time job, that does not preclude him from becoming involved in something outside of that job. Most people have other outside interests.

- i) "There appears to be a student demand for additional sections. Last August 15, there were 996 potential registrants on wait lists for 116 courses."

The FSA felt that this figure was highly inflated and artificial as the list did not show an analysis and no one knows how it would translate into classes. The August 15 wait lists still showed the reserve lists for career program students. Last week the College took the 414 students that the FSA said were absorbed into classes and divided them by 27, to arrive at 15 additional sections. But the students were not all on the wait list for the same 27 courses. Further, this was not the first year that a spring semester had been offered, yet the enrolments so far would indicate that the students are simply not there.

Close claimed that FSA figures were not precise, as the numbers do not reflect the students who gave up either. The FSA has been persistent in saying there is no demand and the Board committee says the demand is there. It is the Board committee view that the college can easily absorb the students by adding a 9th course.

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- j) "...more sections in a variety of courses offered at convenient times will result in increased enrollment...a 10% decrease in enrollment occurred this year when the number of sections offered was reduced by 10% due to budget restraint."

Cooke said the Board may see a correlation in this, but there is no indication of cause. There has been a drop in the students attending Chilliwack High School and that could have affected last year's drop in enrollment. Close said that this is the first year that there has not been an increase in enrollment. When Cooke questioned whether a decrease had been reported to the Ministry, Close said there were fewer sections, not fewer students.

- k) "After careful consideration, the employer believes that academic standards can be maintained ... if the number of sections ... is increased ... and a 5x3 timetable format is adopted."

Cooke said that the FSA has argued why the 5x3 is not a good idea and asked if the College still intended to go ahead with it?

Close said yes as it was seen as part of the solution to the problem of adding an additional section. There appeared to be as much objection to the 3 hour timetable as there was to the added course and perhaps for the time being, it could be disregarded.

Cooke said that one argument against it of course was that some Career courses (Social Services for example) would lose their accreditation with their outside agencies.

Cooke then referred to A.W. Astin's article on quality that had been handed out by the Board at a previous meeting. Close said that it was merely an interesting article he had read, it was information, not to be used as an argument about quality of education.

BUSSWOOD

Asked the College on what evidence is the "careful consideration" based?

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CLOSE Responded that it was the weighing of the practices at other colleges, the achievement of our students, the budget restraints, etc.

BUSSWOOD Said that there is a volume of evidence that shows that as workload rises, quality deteriorates and wasn't the College being somewhat selective in its argument?

CLOSE Said the College was not saying there is not some suffering, but it fell within acceptable limits. Also, the College was at a 10 course load a few years ago and it is now down to 8.

BUSSWOOD Replied that in going from 10 to 8 courses, there is now concrete evidence that the students have benefited from the present workload. That was not the case when instructors were teaching 10 courses. Suggested that the college was proposing a drastic experiment when the goal of the college is not to process a number of students, but to educate them.

CLOSE Said that the College wanted as much quality as it could get given the resources. Everyone is expected to do more with less and that translates into another section for instructors.

COOKE The FSA agrees that there is a budget problem but it does not think it can be solved this way. It would produce overworked, de-moralized faculty; it would lead to layoffs; it does not allow for gradual growth; it shows little understanding of instructional programmes. This is the reason why the FSA felt it necessary to go through each one of the College arguments so that the College understands that the FSA understands the arguments, and so that the College understands why the FSA does not feel that a case has been made to teach more sections.

BUDGET

THORPE Up until 15 days ago, the College was optimistic. However, the College has now received its allocation and it goes nowhere near what was projected. The basic program profile is essentially there. The 3% inflation adjustment



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has not materialized. It is 1.1%. The Government drew 6% out of the budget (as they did with all other Colleges) for A.B.E. and Vocational programmes because the Federal Government took away the Manpower grants and the Provincial Government is not willing to fill the breach. This means that \$201,400 has been taken out of our fund.

Handed out the FVC 1986/87 Revenue and Expenditure Budget and explained in detail the impact of the budget on programmes, etc.

The College Board and Council of Presidents have petitioned the Ministry regarding the Excellence Fund and requested that 2% (\$150,000) be withdrawn and put into the operational base. They await a response.

B.C.I.T. have argued that they cannot fall within the scope of the formula and the Ministry has given them \$1,500,000 out of the total fund for colleges. Barry Moore has asked the Board to take it up with B.C.A.C.

In all, \$5.341 million was taken out of the system.

Regarding the \$201,400 removed from A.B.E. and Vocational, the Ministry has said for the College to take it out where they want. It amounts to 27 FTE's. The Ministry has said that it will give each college back what has been taken away as long as the colleges "rejustify" their requests.

CLOSE

At the conclusion of the last meeting, the Board presented two scenarios to the FSA and would like their response:

- a) No increase in workload, no substantial increase in pay.
- b) An increase in workload and the Board would be willing to do something about the salary scales.

COOKE

The FSA's response is if the Board wishes to tie workload to compensation, then it should start off by rewarding the employees for the increased

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workload in the past and move the salary scales up to the mean in the province. Neither proposal is acceptable to the members; however, the FSA is interested in the percentage of compensation the Board was willing to use as a bribe.

(Management left the room to caucus)

CLOSE

Presented the Board Proposal, a Package Offer combining compensation and instructor workload.

Article 21.9 - Staff Pay Schedule

Staff employees will receive a 2% wage increase, effective April 1, 1986, in addition to the payment of increments.

Article 22.7.2 Faculty Pay Schedule

Faculty will receive increments, with a new top step (Step 14) to be added to scale for the 1986-87 contract year.

Article 20.2.1 Instructor Workload

This was tied into a workload of 9 courses for non-science and 6 for science faculty.

This was not the final offer, but it was close.

The other proposal is to maintain the status quo with the same workload and compensation at a much lower level.

THORPE

With the above offer there will be a shortfall of \$162,000. However, it has been estimated that the College could do without 30 sessionals and save \$80,000 and the Board has said they are prepared to allocate funds from the surplus to make up the difference. Eventually everyone is going to get to the top of the scale so everyone will benefit.

When asked if the college had elected to do anything about benefits, Close responded that if the FSA wanted the increments in the form of benefits, that was fine.

BUSSWOOD

Responded to the Board's proposal by saying that it did not come close to what the FSA has requested and it was not prepared to take it to the membership. At this point, there were no

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circumstances under which the Association was prepared to agree to a 9th course load.

(The College team left so that the FSA team could caucus.)

COOKE           The FSA would like to take a week. It will talk to the Executive about the possibility of a counter offer. It will not include a 9th course. Any counter offer will have built in the additional funds if they are made available.

CLOSE           If the FSA thinks it can simply reject this proposal and not come back with a reasonable proposal, then it is wrong. The College would like some bargaining on the side of the Association and will look to the FSA to make a counterproposal before the Association sees one from the College.

MEETING ADJOURNED